

## The CEFR Grid for Writing Tasks\* v. 3.1 (analysis)

This grid has been developed in order to assist test providers in their work with the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* and the *Manual for Relating Language Examinations to the CEFR*, both available from the Language Policy Division of the Council of Europe.

There are two varieties of this grid: the **analysis** grid (this one) and the **presentation** grid. The **analysis** grid is intended to be used in workshops, benchmarking events and for other activities where participants at the event are asked to complete the grid. In these cases, the activities are likely to be part of the *standardisation of judgements* stage described in the *Manual*. Where the grid is to provide a descriptive record of test tasks, the **presentation** grid may be more suitable. If completed grids are intended to be offered as illustrative samples, their final use will relate to *standardisation of judgements* stage of the *Manual*. On the other hand, if test providers wish to analyse test content and specifications for their own purposes, the relevant stage is *specification*.

\*The original template for this grid was developed by ALTE members. [www.alte.org](http://www.alte.org)

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## Sample Test Tasks

Report on analysis of  
 Target language of this test  
 CEFR level of this test  
 Task number/name

### General Information - the whole test

1	Total test time	minutes
2	Purpose	general proficiency
		specific purpose (specify):

### 3 Background to the examination

### 4 Candidature

### 5 Structure of the test

### General Information - the writing component

6	Number of tasks in the writing paper	1	2	3	4 or more		
7	Total component time	minutes					
8	Integration of skills	none		reading			
		speaking		listening			
		a combination (specify):					
9	Channel	handwritten		word processed		either	
10	CEFR level of this component	A1	A2	B1	B2	C1	C2

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## 11 The writing component format

## 12 Specific Information - example task

## 13 Mark distribution

## 14 Task rating

## 15 Effective level

## 16 Sample task:

– sample task here --							
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i) Task input/prompt							
17	Language of input/prompt						
18	CEFR level of input/prompt	A1	A2	B1	B2	C1	C2
19	Time permitted or suggested for this task	minutes					
20	Control/guidance	controlled		semi-controlled		open-ended	
21	Content	fully-specified		specified to some extent		not specified	
22	Genre of input	letter (business)				letter (personal)	
		review				academic essay	
		composition				report	
		story				proposal	
		article				form	
		other (specify):					
23	Rhetorical function(s) of input	describing (events)			describing (processes)		
		narrating			commentating		
		expositing			explaining		
		demonstrating			instructing		
		arguing			persuading		
		reporting events			giving opinions		

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		making complaints		suggesting	
		comparing and contrasting		exemplifying	
		evaluating		expressing possibility	
		expressing probability		summarising	
		other (specify):			
24	Imagined audience for input	friend(s)/acquaintance(s)		general public	
		employer(s)		employee(s)	
		teacher(s)		student(s)	
		committee		business(es)	
		other (specify):			
25	Mode of input/prompt	oral		written	
		visual		a combination	
26	Topic or theme of input	personal identification		house and home, environment	
		daily life		free time, entertainment	
		travel		relations with other people	
		health and body care		education	
		education		shopping	
		food and drink		services	
		places		language	
		weather			
		other (specify):			
27	Integration of skills for input	reading	listening	a combination	

## ii) Response (description of written response elicited by the prompt(s)/input)

28	Number of words expected	0 – 50	51 – 100	101 – 150
		151 – 200	201 – 250	251 – 300
		301 – 350	351 – 400	more than 400
29	Rhetorical function(s) expected	describing (events)	describing (processes)	
		narrating	commentating	
		expositing	explaining	
		demonstrating	instructing	
		arguing	persuading	

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		reporting events			giving opinions		
		making complaints			suggesting		
		comparing and contrasting			exemplifying		
		evaluating			expressing possibility		
		expressing probability			summarising		
		other (specify):					
30	Text purpose	referential			emotive		
		conative			phatic		
		metalingual			poetic		
31	Register	informal			unmarked to informal		
		unmarked			unmarked to formal		
		formal					
32	Domain	personal			public		
		occupational			educational/academic		
33	Grammatical competence expected	A1	A2	B1	B2	C1	C2
34	Lexical competence expected	A1	A2	B1	B2	C1	C2
35	Discoursal competence expected	A1	A2	B1	B2	C1	C2
36	Authenticity: situational	low		medium		high	
37	Authenticity: interactional	low		medium		high	
38	Cognitive processing	reproduction of known ideas					
		knowledge transformation					
39	Content knowledge required	general/non-specialised			specialised knowledge		
		very specialised knowledge			a range of knowledge		

iii) Rating of Task			
40	Known criteria		
41	Task rating method	impressionistic/holistic	descriptive scale
		analytical scale	with compensation system
		other (specify):	
42	Assessment criteria	grammatical range	grammatical accuracy
		lexical range	lexical accuracy

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		cohesion and coherence	content/task fulfilment
		development of ideas	orthography
		other (specify):	
43	Number and combination of raters	1	2
		3 or more	1 + more in selected cases
		2 + more in selected cases	computer rated

iv) Feedback to candidates			
44	Quantitative feedback	raw score	percentage score
		ranking in candidature	CEFR level
		exam-specific grade	pass/fail status
		other (specify):	
45	Qualitative feedback	comments for each rating criteria	
		holistic comments	
		other (specify):	

**46 Example answer**

**47 Commentary**

**48 Score allocated**

## Notes

All references to the *CEFR* are to the document on the Council of Europe's Language Policy web site ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR))

Numbers below correspond to numbered items in the grid.

- 2 The purpose of the test may be **general proficiency**, or for a specific purpose, for example, **English for Legal Purposes** or **German for Academic Purposes**.
- 3 The description of test background may contain the reasons for developing the test, a description of the suite of which this test is a part, or other such details.
- 4 Describe the size and demographic profile of the candidature.
- 5 Describe the other components of the test (e.g. the speaking component, the reading component).
- 6 In the case that there the number of tasks depends on which options are chosen, specify in the introductory text (point 5)
- 8 Skills, in addition to writing, which are involved in the completion of this task (regardless of whether they are explicitly recognised at the rating stage).
- 9 The method by which the candidate's response is recorded.
- 10 *CEFR*, Ch. 3.
- 11 Describe the format of the writing component (i.e. the number of subsections, task types in each subsection, time allowed for each subsection).
- 2 You may wish to include a short description of the task here. The description could include the aims of the task, what candidates have been asked to do and what would constitute completion of the task.
- 3 Describe how marks are distributed in this section of the task and what candidates would need to include to achieve full marks on this task.
- 4 Explain how the task is rated (e.g. **clerically**, **machine marked**), what instruments are used in this process and what aspects are considered when deciding the grade.
- 5 Describe the measures taken to ensure Writing tasks are set at the appropriate level. This description may include the process of question paper production and trialling.
- 6 Insert the sample task, including rubric and prompt/input.
- 20 The extent to which the rubric, prompt or input determines the nature and content of the response.
- 21 Whether the content of the response is specified in the rubric.
- 26 *CEFR*, p 51 – 53.
- 27 The language skills the candidate needs to understand the rubric and prompt/input.
- 29 *CEFR*, p125 – 130.
- 30 The expected purpose(s) of the response. Choose from: referential (to give 'objective' facts about the world), emotive (to describe the emotional state of the writer), conative (to persuade the reader(s)), phatic (to establish or maintain social contact with the reader(s)), metalingual (to clarify or verify understanding), poetic (writing for aesthetic purposes).
- 31 The register the candidate is expected to adopt in their response. *CEFR*, p 118 – 122.
- 32 The domain to which the expected response is imagined to belong. *CEFR*, p 45 – 46.
- 33 Expected level. *CEFR*, p 112 – 116.
- 34 Expected level. *CEFR*, p 110 – 112.
- 35 Expected level. *CEFR*, p 123 – 125.
- 36 The extent to which the task reflects a real-life activity a candidate could perform.
- 37 The extent to which interaction patterns are likely to mirror those in an equivalent, real-life task.
- 38 The difficulty in performing the task from a non-linguistic point-of-view.
- 39 The kind of extra-linguistic knowledge required to successfully complete the task.

- 40 Describe the rating criteria made available to the candidate, either before or during the test. If the criteria are not available together with the paper, state where they can be viewed.
- 41 If clerically marked, the number of raters will be 1 or more. However, in some cases, the involvement of other raters may depend on other factors, such as level of agreement in earlier ratings. In these cases, select '+ more in selected cases'.
- 44 Quantitative feedback routinely given (for the writing component).
- 45 Qualitative feedback routinely given (for the writing component).
- 46 Insert a sample response to the task.
- 47 An explanation or justification of the grade awarded to the sample response.
- 48 The grade (or score) awarded to this sample response.